DOCUMENT RESUME

ED 255 506 SP 025 962

TITLE	Health: Grade Seven. Interim Guide.
INSTITUTION	Manitoba Dept. of Education, Winnipeg.
REPORT NO	ISBN-0-7711-0152-X
PUB DATE	83
NOTE	114p.; For related documents, see SP 025 954-964.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Class Activities; *Dental Health; Disease Control; Environmental Education; Foreign Countries; Grade 7; *Health Education; Life Style; *Mental Health; *Nutrition; *Physical Health; Public Health; *Safety; Secondary Education; Socialization; Well Being
IDENTIFIERS	Manitoba

ABSTRACT

This health education guide for grade seven is divided into six sections. A statement of the sub-goal for each section prefaces an outline for achieving that goal: (1) social-emotional well-being: to enhance self-awareness and increase skills that promote personal development and successful relationships; (2) physical well-being: to increase awareness about body systems and adopt lifestyle practices that promote and maintain physical well-being; (3) nutrition: to develop proficiency in making food choices that maintain and promote well-being; (4) dental health: to develop proficiency in applying dental health concepts, attitudes and skills that maintain and promote dental well-being; (5) safety: to practice safety and survival procedures that promote individual and community well-being; and (6) environmental health: to understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources. The outline of each section includes objectives for students with a variety of activities from which to choose, and suggestions for the teacher. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED255506

province of
manitoba
1983

health: grade seven

interim guide

THIS GUIDE IS SUBJECT TO REVISION ON THE BASIS OF INFORMATION RECEIVED FROM SCHOOLS. IT IS EXPECTED THAT MODIFICATIONS WILL NOT BE IN THE DESIGN OF THE PROGRAM. RATHER, CHANGES MAY BE MADE IN AREAS CONCERNING STRATEGIES, RESOURCE MATERIALS, AND IMPLEMENTATION.

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

K A Cosens

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

department of education

SP025962

ISBN 0-7711-0152-X

CONTENTS

SOCIAL-EMOTIONAL WELL-BEING 1

PHYSICAL WELL-BEING 15

NUTRITION 29

DENTAL HEALTH 39

SAFETY 49

ENVIRONMENTAL HEALTH 57

social-emotional well-being

SOCIAL-EMOTIONAL WELL-BEING

SUB-GOAL: To enhance self-awareness and increase skills that promote personal development and successful relationships.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Personal Development Students should be able to:		
1.1 Know individual responsibilities that promote relationships.	Make a class list of ways that individuals can help a group function effectively.	Try brainstorming to obtain ideas on how to facilitate group/classroom tasks. Some examples to suggest are: . learn something about each class member . try to be supportive and respectful of others . do not "put down" others . keep an open mind . be honest with self and others . allow others to speak without interruption . attend to group tasks . listen carefully to others . seek clarification if unclear . use rules for effective discussions and brainstorming See Teaching Aids for rules on group discussion and brainstorming.
	Complete an inventory sheet identifying characteristics of classmates.	Prepare inventory sheets from the Teaching Aids and have each student circulate among the class, recording names of different students to match each item on the inventory sheets.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		"Who's Who Activity Sheet," Calgary Board of Education, Climate Building, Junior High 7, 8, 9 (Calgary, AB: The Author, n.d.), Grade 7, Lesson 3. This activity is a positive-climate-building activity and may result in a classroom noise level louder than usual. Be tolerant! Summarize to determine how effective the activity was to help students learn a little about their classmates. Culminate by tabulating the number of people recorded for each item.
	Conduct an interview with a classmate that you do not know well and introduce him/her to the class.	Arrange the students in pairs and have each student interview and introduce each other. The interview should cover: . name, address, schools attended . interests, hobbies . activities . jobs, talents . favorite subject
1.2 Identify those general skills that adolescents believe they do effectively or ineffectively.	Develop a class list of skills that adolescents do effectively and a similar list of skills that adolescents do ineffectively.	Ask students if they know what is meant by self-concept. Discuss the concept of self-concept, using the information in Teaching Aids as a basis. Discuss how the ability to do skills influences self-concept and health. Review 3.0 in grade six. Discuss the kinds of things that boys and girls think are important and that they feel good about being able to do.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Things that we feel good about are learned skills from the home, community and school that lead to successes. How we see ourselves and how others see us depends in part upon the outcomes of the learned skills.
	Categorize skills that adolescents do effectively and non-effectively.	Have students form small groups. Some categories to suggest include: . school abilities . sport or athletic abilities . social abilities . emotional abilities . other: musical ability, etc.
1.3 Identify community services that promote skill development and self-concept.	Develop a resource booklet identifying community services available to adolescents that focus on skill development and personal development.	Encourage students to collect data for a resource booklet by: . arranging tours . researching directories . telephoning . writing letters . interviewing . inviting guest speakers to class Some examples of community resources are: . 4H, Scouts, Guides, Cadets, YMCA, YMHA, Police and Pals, Boys Club, churches, parents, teachers, community clubs

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.4 Identify factors in the environment tht cause anxiety.	List and discuss factors that cause nervousness or fears.	Discuss, in small groups or with the entire class, factors that make students nervous; e.g., an upcoming exam, an argument with a friend. Introduce the terms "stress" and "stressor." It should be brought to the students' attention that not all activities will cause nervousness or anxiety in all persons, but that certain factors may cause anxiety in many students.
1.5 Identify ways to reduce anxiety.	Describe one situation that makes you feel nervous or uncomfortable, describe what you usually do in that situation, and evaluate the effectiveness of your methods.	Students should understand that they have the ability to intervene in a stressful situation, so that anxiety is reduced. Rules of conduct for group work should be developed by the class before students do group work. All class members should agree to live up to the rules and fulfill their responsibilities. Examples of rules: . do not "put down" others . try to be supportive of others . realize that everyone has a right to be heard without interruption . attend to group assignments, etc. Encourage each student to write about a situation that causes nervousness. Students could volunteer to read their description of a situation or discuss situations in small groups. Sensitivity should be encouraged in open discussions and rules of group conduct should apply.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	List and differentiate between acceptable and unacceptable ways of dealing with situations producing fears and nervousness.	Students could evaluate the effectiveness of stress-reducing methods by answering the question: "Do the steps I use in given situations reduce my nervousness or fears?" The methods that students use to deal with uncomfortable situations could be listed on the board and classified as being acceptable or unacceptable. Some examples are: . walking away or withdrawing . going for a walk . hitting a pillow <u>Points to Make</u> People deal with anxiety-producing situations in various ways: . some people do nothing or just put up with it . some people tend to avoid specific situations which cause nervousness . some people develop their own ways to handle nervousness Guidelines to assess acceptable or unacceptable methods include: . using a method that does not hurt someone physically and emotionally . using steps to plan ahead and reduce stressful events . using a variety of methods to reduce stressful events

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.0 Relationships Students should be able to: 2.1 Practice initiating, sustaining and ending conversations.	Role play initiating, sustaining and ending a conversation with a person who is not well-known to you.	Brainstorm for tips for initiating, maintaining and ending a conversation prior to any role play. Each role-play situation should be followed by a group discussion and evaluation. Tips for Initiating a Conversation . talk about a common experience . select someone who appears approachable . give a compliment . request assistance Tips for Maintaining a Conversation . be sincere--show interest . listen carefully . ask questions . get a person to talk about himself/herself Tips for Ending a Conversation . find a natural point in the conversation to begin closure . be polite and natural . convey the messages that you are about to leave, enjoyed the conversation, and look forward to future contact

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.2 Identify passive, aggressive and assertive behavior. (OPTIONAL)	Make a class list of common situations involving passive, aggressive and assertive behavior. Classify each situation as to the type of behavior demonstrated.	A review is suggested to reinforce these skills even if they have been taught at the grade six level. Individuals may respond to everyday situations in different ways: . passive--avoiding a conflict, ignoring the situation or giving in to another person . aggressive--standing up for one's own rights while denying other individuals their rights (e.g., attacking another person, over-reacting, being obnoxious, "put downs") . assertive--allowing a person to stand up for his/her own rights and express him/herself honestly and openly without denying the rights of others Examples of common situations that can be discussed are: . taking a stand on an issue and saying "No" . requesting something of another person . expressing that another person's behavior is causing you a problem . having someone cut in ahead of you in line . expressing a difference of opinion . asking for help . asking a teacher for clarification

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Identify common situations involving passive, aggressive and assertive behavior and discuss how they were handled.	Encourage students to identify common situations and outside influences including those of parents, peers, teachers, advertising.
2.3 Identify the benefits of being assertive.	Make a list of benefits to individuals from being assertive.	Some benefits to suggest might include: personal satisfaction, increased self-worth, increased sense of personal honesty, more control over life, increased ability to exercise rights and beliefs, respect from others, increased success, reduced stress when handling conflicts
2.4 Know ways to be assertive verbally and non-verbally.	Using the previously mentioned situation, discuss how to be assertive verbally and non-verbally.	Three verbal, assertive skills students can use: . <u>Taking a Stand</u> . stating position . stating justification . acknowledging another person's feelings Example - "No, I can't go with you to the show because I promised my mother I would babysit. Hope you are not too disappointed." . <u>Making a Request or Asserting Rights</u> . stating the problem to be changed . making the request for change

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Example - "My allowance doesn't cover my expenses anymore. Do you think we could discuss an increase?" . Expressing Positive and Negative Feelings . stating feelings . giving justification for feelings . stating the situation or the behavior that lead to the feeling Example - "Thank you for helping me with the dishes because now we can go to the early show." Three non-verbal assertive skills are: . eye contact - look directly at the person to whom you are speaking . tone of voice - speak confidently and clearly . body language - face, hands, whole body stance should be consistent with verbal messages
2.5 Demonstrate saying "No" assertively.	Role play saying "No" to an offer of a cigarette or a drink.	See Teaching Aids for information on "Saying No" assertively.

<table>
<tr><th>OBJECTIVES</th><th>SUGGESTED STUDENT ACTIVITIES</th><th>TEACHER NOTES</th></tr>
<tr><td>3.0 <u>Promoting Positive Lifestyle Practices</u>

Students should be able to:

3.1 Identify personal characteristics.</td><td>Make two lists indicating personal strengths and weaknesses. Rank each list in order of personal importance.

Complete a worksheet assessing personal characteristics.</td><td>Reproduce the following chart and ask students to complete it:

<table>
<tr><th colspan="4">How I See Myself</th></tr>
<tr><th>Rank</th><th>Strengths</th><th>Rank</th><th>Weaknesses</th></tr>
<tr><td>1
2
3</td><td></td><td>1
2
3</td><td></td></tr>
</table>

See <u>Teaching Aids</u> for "Me!" worksheet.</td></tr>
<tr><td>3.2 Identify how self-concept relates to health.</td><td>Give examples of how self-concept and health are related.</td><td>An example is how the improved self-concept which comes from mastery of a skill, such as effective communication with peers, has the health benefit of social enhancement.</td></tr>
<tr><td>3.3 Propose a plan to enhance self-concept.</td><td>From 3.1, select a strength or weakness and outline steps for improvement.</td><td>It is important to develop the notion that some weaknesses can be improved upon, with the effect of enhancing self-concept and overall health.</td></tr>
</table>

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Complete a contract for self improvement.	Have the students complete the following contract: <u>Contract for Self-Improvement</u> Identify problem area. List alternatives to solve the problem. Describe pros and cons for each alternative. Select the best alternative. Activate it. Prepare a plan of action. Include sample Goal Statements such as: . "I will listen carefully to others." . "I will plan to be supportive of my friend." Evaluate the plan and record results.

physical well-being

PHYSICAL WELL-BEING

SUB-GOAL: To increase awareness about body systems and adopt lifestyle practices that promote and maintain physical well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		In this unit, students learn more about the skin as a system--its purpose, importance, structure and function, malfunction and care.
1.0 Integumentary System: Skin Students should be able to:		
1.1 Recognize the relationship of the integumentary (skin) system to well-being.	Describe signs of optimum well-being as reflected by the skin.	Explain that the skin reflects well-being in a variety of ways: . bright, shiny eyes . clean hair . clean, clear skin . vitality . happiness
	View pictures that illustrate well-being as reflected by the skin.	
1.2 Appreciate the importance of the integumentary system to well-being.	Describe the nature of the human body covering. View the skin using a magnifying glass and observe a thin	Discuss: The skin is a large organ system.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	piece of skin under a microscope.	. weight: 3 kg (6-7 pounds) in adults . coverage: 2.3 m^2 (22 square feet) in adults . coloration: pigmentation varies with sun exposure, amount of melanin, and genetics . texture: supple, soft, with hair concentrations . thickness: varies--eyelids are thinnest; soles of the feet are thickest . special glands: oil and sweat Ask how human skin compares with coverings of a: . amphibian (skin - moist) . reptile (skin, scales) . bird (scales, feathers) . fish (scales, fins)
	Read about or view a film on the role of the skin as the first line of defence against disease. List examples of physical, reflexive and chemical barriers.	<u>Barriers</u> . Physical - is tough when intact and resists germ entry - resists some objects due to its thickness, waterproofing and nervous control - mucus membrane lining in nose, throat, stomach and lungs traps germs - hairs and mucus help trap germs . Reflexive (touch and pressure) - blinking, jumping, sneezing, coughing . Chemical - tears, saliva, gastric juices fight germs

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.3 Know the basic structure and function of the skin.	Label a diagram of skin, its layers and special glands, and describe a function for each structure.	Explain that the integumentary system is made up of many interrelated parts with specific functions.
	Match skin structures to specific functions.	For example: . Sweat glands regulate body temperature. . Oil glands lubricate skin and make it supple.
	Identify seven basic functions of the skin.	Functions: . regulates body temperature . protects against injury . protects against germ invasion . excretes wastes . absorbs . secretes sebum (oil) and excretes sweat . receives sensations of pressure, pain, texture and temperature
1.4 Demonstrate how the skin functions. (OPTIONAL)	Do an experiment to identify the location of sweat glands and their characteristic wastes.	Sweat glands are located all over the body.
	Design an experiment to identify the location of oil glands on the body.	No oil glands are found on palms or soles; an abundance of oil glands are located on the face and back.
	Do an experiment to show how the skin responds to environmental stimuli.	Scarrow, H. R. Bodyworks (Toronto, ON: Globe Modern Press, 1979), pp. 15-17.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.5 Know common skin disorders in adolescence.	List common skin and hygiene problems of adolescents and discuss characteristics of each disorder. Match common adolescent skin disorders with related characteristics of the disorder. Research common skin disorders of adolescents.	Have the class work in small groups to list and discuss common hygiene problems. Common Skin and Hygiene Problems: . oiliness . dryness . scaliness . pimples . acne . blackheads . dandruff . lice . excessive and offensive sweat Some examples are: . scabies . impetigo . lice . ringworm . frostbite . poison ivy See Teaching Aids. Students can work in small groups and research the stages of diseases as follows:

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. cause . classic case (symptoms, signs) . recuperation and recovery . prevention . cure/care
2.0 <u>Keeping Fit</u> Students should be able to: 2.1 Know factors that influence skin health.	List factors that adversely and positively affect skin functions.	Examples of factors that may cause skin problems: . Hormone changes in adolescence cause excess oil and sweat production. . Environmental factors affect the skin: . dust and dirt . temperature (severe cold, heat and humidity) . sweet foods . excess sunlight . wind . germs . abrasions, burns, cuts . Heredity determines the type of skin we will have. Factors that promote skin health: . balanced diet . rest and relaxation . vitamins and minerals . water . regular cleansing . sunlight

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Explain that humans have two kinds of sweat glands. Those in the armpit and groin can produce offensive odors during adolescence.
	Discuss factors tht influence changes in sweat and oil production.	For example: . hormones (physical) . anxiety (emotional) . over-exercise (physical exercise) . heat . humidity
2.2 Identify ways to promote skin health.	List and substantiate ways to promote personal skin health.	Brainstorm or have students work in small groups to list care for the skin. Care measures might include: . wash or shower daily . use soap and water routine for oily skin . dry skin thoroughly with soft towel . do not pinch or pick blemishes . keep hair off face to prevent oiliness . use few or no cosmetics . shampoo regularly and clean nails daily . use warm compresses for pimples . use sunscreens; cover skin in severe weather . eat balanced meals, especially fruits and vegetables . avoid unnecessary stress

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. use talcum and antiperspirants daily to avoid skin moisture and odors . see medical doctor if skin problems persist . use medication only if prescribed . protect skin from frostbite by layered clothing . do not share cosmetics, eye make-up Explain that the face and back are the oiliest parts of the adolescent body. Regular washing and drying help to remove excess oil and prevent clogged pores.
	Discuss the cost and effectiveness of cosmetics and skin care products.	Have students answer these questions: . Do you buy products that are advertised on TV? . Do you buy products that are unknown to you? . Do you use the advice or services of store clerks only before purchasing? . Do you purchase products after studying their effectiveness, cost and safety? . How does advertising influence you to buy products? . Do your parents influence your choice? . Are products that you use effective? costly? adversive?
<u>Posture</u>		Begin this section by having the class list some tasks of daily living related to posture. Define posture as the position in which a person holds his/her body while lying, sitting, standing or moving.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.3 Identify factors that influence posture and well-being.	List some tasks of daily living that require good posture.	For example: . carrying groceries . lifting heavy objects . helping with housecleaning and yard work
	Role play a variety of common, everyday activities exemplifying posture. Describe factors that influence posture.	Have one student act as a "mirror" for another student by portraying a variety of positions: . lifting a pile of books off the floor . carrying two shopping bags . standing . sitting . watching TV Sample factors that influence posture: . sleep . exercise . diet . feelings . self concept . good habits Sample negative influences on posture: . age . obesity . self consciousness (slumping)

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. occupational conditions (mail carrier) . faulty habits such as: - poor work height of tables, sinks, desks (working surfaces should be at elbow height) - watching television or studying in poor positions . negative feelings about self . diseases: scoliosis, arthritis, polio
2.4 Know common postural defects of early adolescence.	Identify common postural defects of adolescents.	Sample common defects: . round shoulders . slumped standing position . body lean . abdominal protrusion . sunken chest and forward head . hyper-extended knees . scoliosis - lateral curvature of the spine which requires medical referral
	Research or see a film on scoliosis. Describe consequences of untreated scoliosis or other postural defects.	Invite the public health nurse to class to discuss scoliosis, its consequences and treatment. See Teaching Aids for "Scoliosis and Postural Defect."

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.0 Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Assess personal skin health and hygiene.	Prepare a class checklist of practices that promote skin health and rate self on personal practices. Identify factors that influence the rating. Answer a questionnaire on hygiene and skin care.	Factors to consider when designing the checklist are: . environment . heredity . lifestyle behavior and habits . health care organization . media
3.2 Identify the importance of being responsible for care of the skin.	List reasons for improving hygiene and skin care.	For example: . reduces infection . improves appearance . improves self-esteem . promotes optimum well-being . influences social relationships
3.3 Identify community supports related to health of the skin.	Discuss local community resources and their roles.	For example: . dermatologist . public health nurse . doctor

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.4 Propose goals to maintain and improve personal skin care hygiene.	Discuss goals that promote hygiene and skin care.	Have students propose goal statements about skin health promotion. Example: "I will increase my intake of fresh fruits and vegetables daily." Other areas of health promotion include: . diet . exercise . fresh air . rest . relaxation . washing and grooming, cosmetics
3.5 Propose a plan of action to promote skin health and carry it out.	Plan a personal grooming (skin care) style and put it into action for a period of time.	Encourage each student to write a plan to improve hygiene of skin and hair. Have each record practices for a period of time and evaluate efforts. The assessment should include the following steps: . state the problem . list all possible alternatives . weigh the pros and cons for each alternative . select the best alternative--prepare the plan; list goals . try the plan out for a period of time . evalute the plan

nutrition

NUTRITION

SUB-GOAL: To develop proficiency in making food choices that maintain and promote well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Food This concept has been developed in earlier grades. No activities have been designed from grade five to grade nine for this section.		Teachers are encouraged to use one or more of the following suggestions to increase their background in nutrition: . Health Education Methods for Elementary Teachers: Background Reading (Nutrition section) available from Department of Education Library . Attend an in-service: Energetics 7-9, sponsored by Manitoba Milk Producers' Marketing Board . Canada's Food Guide Handbook 1982. Health and Welfare Canada, Home Economics Directorate, Health Promotion Branch, Department of Health, 880 Portage Avenue, Winnipeg Correlate this unit with nutrition studies in other disciplines to reinforce basic nutrition principles; e.g., Home Economics.

<table>
<tr><th>OBJECTIVES</th><th>SUGGESTED STUDENT ACTIVITIES</th><th>TEACHER NOTES</th></tr>
<tr><td>2.0 <u>Food Classification</u>

Students should be able to:

2.1 Know the relationship of food to health.</td><td>List and classify twenty favorite food items.

Discuss the role of extras in the diet.</td><td>Have students record twenty favorite foods. Then, have them classify each item as to:

<table>
<tr><th>Food</th><th>Nature</th><th>High Energy</th><th>Low Energy</th></tr>
<tr><td></td><td>G(greasy)
C(crispy)
S(sweet)
P(puffed or airy)
W(watery crisp)
F(fibrous or bulky)</td><td></td><td></td></tr>
</table>

See <u>Teaching Aids</u>, "High and Low Calorie Foods."

See <u>Teaching Aids</u> for background and items known as extras.

Discuss how the nature of foods may indicate the content.

Discuss the following questions:

. Why and when do you eat these foods?</td></tr>
</table>

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. What did you learn about the type of foods you prefer? . How do these snacks affect you and your health? . Does your snack habit need improvement?
	Draw inferences about the characteristics of favorite foods, energy and health.	Prepare a tray of favorite snacks that are greasy, crisp, sweet, puffy, watery, and fibrous.
2.2 Know the importance of balanced meals to health.	Study one food group and research its function, important nutrient, recommended number of servings for different ages, and ten examples of food items that belong to it.	Divide the class into four or five groups and have each research a different food group. Review the concept of balanced meals. A meal is balanced when a food from each group is represented. See Teaching Aids for two charts which can be reproduced for student notebook: "Major Nutrient."
2.3 Identify the major nutrients and their roles in health.	Discuss the six major classes of nutrients and describe the functions of each. Match major nutrients with related functions. Write a short description of major nutrient classes and their roles in the body.	See Teaching Aids for a chart of nutrients, their functions and sources.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.4 Recognize some important vitamins and minerals that regulate body functions.	Identify the important vitamins and minerals required for normal body regulation. Propose synonyms for "regulation" of body function. Select five food comparison bar-graphs representing the four food groups and an extra. Identify the important nutrient for each food.	Make a class list of important vitamins and minerals in students' diets. Define the term, "regulation of body functions." "Classes" and "Important Nutrients" in Canada's Food Guide Handbook. The highest level on any bar-graph card indicates the important nutrient.
3.0 Food Selection Students should be able to:		
3.1 Analyze common "fast foods."	List some common "fast foods" and analyze them for sugar, fat, salt content, and high or low energy content. Classify a list of fast foods into four food groups.	See Teaching Aids for energy value of fast foods.
4.0 Food Appreciation This concept has been developed in earlier grades. No activities have been designed from grade five to grade nine for this section.		

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
5.0 Promoting Positive Lifestyle Practices Students should be able to:		
5.1 Analyze daily eating patterns.	Complete the worksheet, "Eating Behavior Record."	See Teaching Aids for worksheet, "Eating Behavior Record." Eating patterns might consist of: . numbers of meals and snacks . times of eating . high and low energy foods
	Describe personal nutrition lifestyle patterns.	
5.2 Know the importance of nutritional habits to health.	Discuss consequences of a diet low in important nutrients versus a diet that is nutritious.	Examples to suggest relating to consequences of poor diets: . weight problems, either under- or overweight . small muscle mass . nutritional deficiencies . lack of energy, strength and endurance
5.3 Identify community health supports that promote nutrition and health.	Name community resource people who can assist in promoting nutrition.	Examples to suggest are: dietitians, fitness professionals, home economists.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
5.4 Propose nutrition goals that improve health.	Propose short- and long-term goals to improve lifestyle and health.	Brainstorm several goals with the class. Ask students to review their Eating Behavior Records and formulate several personal nutrition goals. Examples of goals: . "I will increase my servings of fruit and vegetables to get an adequate amount of vitamins A and C." . "I will drink another glass of milk to increase my calcium." . "I will not eat potato chips while watching TV because they are high in salt." When developing nutrition goals with the class, consider the Nutrition Recommendations for Canadians (Health and Welfare Canada, 1977): . the consumption of a nutritionally adequate diet, as outlined in Canada's Food Guide . a reduction in fat to 35% of total calories and inclusion of a source of polyunsaturated fatty acid (linoleic acid) in the diet . the consumption of a diet which emphasizes whole grain products, fruits and vegetables, and minimizes alcohol, salt and refined sugars

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. the prevention and control of obesity through reducing excess consumption of calories (kilojoules) and increasing physical activity Stress ways to add nutrition to the fast food menu; for example, select milk instead of a soft drink, have tomato and lettuce on a hamburger. Discuss food choices available at varied restaurants.
5.5 Propose a plan of action to improve nutrition practices and health.	Select a nutrition behavior that you would like to improve. Design a plan to show nutritional improvement.	Using the data from 5.1, or a personal situation, have students propose a plan of improvement. . State the problem. . List the alternatives. . Discuss the pros and cons. . Select the best alternative. . Make a plan. Propose personal goals and carry them out for a period of time. . Evaluate the plan.

dental health

DENTAL HEALTH

SUB-GOAL: To develop proficiency in applying dental health concepts, attitudes and skills that maintain and promote dental well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Structure and Function Students should be able to:		
1.1 Know the structure and function of a tooth.	Draw, label and describe the functions of each structure of a tooth.	
	Construct a crossword puzzle, using correctly spelled dental terms and definitions for the structures of a tooth.	Have students exchange their puzzles and work them.
2.0 Environmental Factors Students should be able to:		
2.1 Identify the effects of environmental factors on teeth.	List and discuss factors that lead to dental decay.	Some factors are: . frequent use of sweet, sticky foods . poor oral hygiene habits . crowded teeth (they trap plaque and food debris) . lack of accessibility to dental care personnel and/or facilities . accidents and untreated dental injuries . lack of a fluoridation program

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Discuss the progression of decay on teeth and gums and appropriate restorations.	Review the steps of dental decay with the class. See: "Caries and Restorations," Learning About Your Oral Health, Level III (American Dental Association, 1980).
2.2 Research the relationship between fluoride and dental decay.	Explain in writing the relationship between fluorides and dental decay. Research the most effective fluoride treatments.	Ask the class if they know the effect fluoride has on teeth. Encourage students to read pamphlets, articles and accounts about the benefits of fluoride. A mobile of dentally approved fluoridated toothpastes, pills, and topical applications could be prepared by the teacher or a small group of students for a class display. Have students find out if local water supplies are fluoridated. Explain that fluoride can affect erupted teeth. Natural sources include tea, beer and seafood. Ingested fluorides benefit teeth as they are developing.
2.3 Analyze a dental produce and evaluate its usefulness.	Prepare a report on a dental product, noting characteristics and cost effectiveness.	A mobile using products approved by the Canadian Dental Association (C.D.A.) could be made; e.g., brushes, toothpastes. The class could research a variety of products and report findings to the class. Stress effectiveness and cost for the following products:

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. toothbrush . floss . fluorides (pills, rinses, vitamin/mineral supplements) . toothpastes (fluoridated and non-fluoridated) . other dental products (mouthwashes, water irrigation devices, electric toothbrushes). These are not effective measures in preventing or curing dental disease.
	Collect advertisements of dental products and analyze their messages.	
2.4 Analyze food choices and their relationship to dental health.	Identify favorite foods and snacks and rate them as to whether or not they are conducive to optimal dental health.	See: "Snack Signals," Illustration #6, Dental Health A Teacher's Guide K-12 (Health and Welfare Canada, 1981). Explain that foods conducive to dental health contain little or no sugar. Good snacks feature foods from one or more food groups (Canada's Food Guide). Encourage students to rate their favorite foods and snacks according to food groups. Foods representing "extras" or high in sugar are to be discouraged.
	Survey to find out what foods students select at school, at sports events, out with friends, or at home alone.	Have students prepare a questionnaire and survey grade six or eight. Have them prepare questions such as:

<table>
<tr><th>OBJECTIVES</th><th>SUGGESTED STUDENT ACTIVITIES</th><th>TEACHER NOTES</th></tr>
<tr><td></td><td></td><td>. When going out to eat with friends after a game, would you choose:
- pizza
- sundae
- fries
- other (list)

Discuss the relationship of the cost/benefits of food groups to dental health.</td></tr>
<tr><td></td><td>Collect recipes of snacks that are conducive to positive dental health.</td><td><table><tr><th>Snack Ingredients</th><th>Food Groups Represented</th><th>Comments</th></tr><tr><td></td><td></td><td></td></tr></table></td></tr>
<tr><td>2.5 Identify environmental hazards that contribute to dental injury.</td><td>Go on a hazard hunt inside and outside the school to identify hazards and associated risk behavior that may cause dental accidents.</td><td></td></tr>
</table>

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Discuss and demonstrate the correct use of sports equipment that protects the mouth and teeth.	
	Make a poster or write an essay discussing appropriate rules to follow in the event of a dental injury.	Appropriate treatment and prevention in the event of dental accidents is illustrated in: "That Tooth Can Be Saved," Illustration #15, Dental Health A Teacher's Guide K-12 (Health and Welfare Canada, 1981).
3.0 Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Assess personal dental practices.	Identify and assess personal dental practices at school or at home.	Describe regular care and types of services and dental products used. Record plaque removal by disclosing. Floss, brush and redisclose to check plaque removal. A criterion to assess flossing is presence or absence of bleeding gums.
	Record personal dental status by noting the number of missing, decayed and filled teeth.	
3.2 Relate the importance of being responsible for positive dental practices.	Discuss why it is important to practice preventive dental habits.	Explain that the tooth is one of the few parts of the body that cannot repair itself. Injuries such as cuts or broken bones can heal, but a decayed or fractured tooth cannot.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Stress that to maintain healthy teeth, one must keep them free of plaque.
	Discuss the consequences of dental neglect.	Discuss the consequences of cost and pain when teeth are neglected. The appearance of young people is very important to them. A pleasant smile, a full set of teeth, a mouth free from bad breath, all contribute to self-esteem. At this age, orthodontic care may be required. Review the function of teeth: They: . give shape to the face . affect appearance . assist in digestion and speech
	Identify those people responsible for maintaining optimal dental health.	Discuss functions and duties of community dental workers. Stress individual responsibility for practicing positive dental habits. Discuss family responsibilities and products that assist individuals in caring for their teeth.
3.3 Investigate approaches to dental care and the cost versus benefits of seeking routine preventive dental treatment. (OPTIONAL)	Describe treatment methods available for dental care and determine the costs and benefits involved.	Have students find out from their parents, local dentist, and dental workers the types of services and costs for dental care. Four areas are: . Preventive Dental Care

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		- fluoride treatment, x-rays, sealants, education, prophylaxis . Routine Restorative Care (may be given to patients who seek regular dental care) - amalgams, good restorations . Extensive Restorations (for people with extensive destruction or missing teeth) - endodontics - dentures, bridges . Orthodontic Care (alignment, structure improvement) Explain that preventive dental care provides greater benefits. For example: . physical health . social approval . enhanced appearance . comfort . ability to chew . time and money savings
3.4 Formulate goals to improve and maintain dental health.	State short- and long-term goals that promote and maintain personal dental health.	With the class, brainstorm for a list of goal statements that reflect ways to improve dental health. For example:

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. "I will brush and floss thoroughly at least once a day to remove plaque." . "I will select snacks from a food group rather than an extra." . "I will use an approved toothpaste." . "I will buy and use a soft, straight-bristled, straight-handled toothbrush." Have students write personal goal statements and a long-term goal they wish to achieve.
3.5 Propose a plan of action to improve and maintain dental health.	Select a dental practice that needs improvement. Write a project outlining a plan of action.	Students may wish to prepare a simple dental care chart and record progress for a period of time (flossing, brushing, disclosing, snack selection). Encourage students to formulate personal goals to accompany the project, regarding: . diet . brushing and flossing . regular dental visits and care . dental products Encourage students to put the plan into action.

safety

SAFETY

SUB-GOAL: To practice safety and survival procedures that promote individual and community well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Safety in Environments Students should be able to:		Use the safety inventory from 2.0 at the beginning of the unit.
1.1 Analyze factors leading to accidents among adolescents.	Collect newspaper clippings about accidents at home, at play, on farms, and from natural disasters, and identify the factors leading to each accident.	Review the following definitions: hazard, risk; consequences; preventive behavior; accident. Stress that accidents can be avoided. Hazards and risks and consequences can be recognized in all accident situations. Common kinds of accidents to youth are: . motor vehicle accidents . falls . suicides . drowning
	Discuss accidents that occur at school, at home, in communities and identify factors leading to each accident.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.2 Recognize the consequences of accidents to Canadians.	Examine the impact of accidents on the victim, family and society.	Explain that accidents are the primary cause of death of all Canadians from infancy to age 38. Some consequences of accidents are: cost, pain, injuries, disabilities, death, loss of production, absenteeism from school.
1.3 Identify personal and community responsibilities to promote safety in a variety of environments.	Describe ways to improve safety at home, on the farm, at work and at play.	Recognize that individuals and the community have responsibility to prevent accidents, and that accidents can be prevented by recognizing all contributing factors (i.e., environment, machinery and risky behavior). Encourage students to list safety habits and behavior that individuals should use to prevent accidents. Have them identify how the community can take responsibility for accident prevention.
1.4 Identify different situations occurring on a farm or in northern areas that could result in accidents.	List types of situations that may lead to farm accidents.	Examples are: . farm machinery . livestock . chemicals . tools . grain storage and handling . severe weather conditions
	List types of farm activities that require safety precautions.	Contact the Manitoba Department of Agriculture for 4H Farm and Home Safety Resource Book.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	List types of situations common to northern areas that require safety precautions.	. travel in winter (on foot, by snowmobile) . crossing frozen bodies of water . availability and accessibility of medical personnel . severe weather conditions . high-risk jobs and careers
1.5 Understand the basic principles and responsibilities of a babysitter. (OPTIONAL)	Enroll in a babysitting training course and learn the characteristics of a babysitter, child-care routines, simple first aid and fire prevention, and child play activities.	Encourage students to take a babysitting training course through one of the following provincial sources: . Manitoba Safety Council . Department of Agriculture . Red Cross Society This may be conducted after school or during class.
1.6 Understand the basic responsibilities of a snowmobile operator. (OPTIONAL)	Study a snowmobile safety course and find out about snowmobile laws, snowmobile parts and care, safe operating procedures, and survival and ethics.	A Snowmobile Safety Course is available from: Director of Snowmobile Safety Safety Division Motor Vehicle Branch Box 15 Building 15 - 139 Tuxedo Avenue Winnipeg, Manitoba R3N 0H6 204-944-5751 The Snowmobile Safety Course includes lessons on: . snowmobile laws . snowmobile parts and care . safe operating procedures . survival and ethics

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.0 Promoting Positive Lifestyle Practices Students should be able to:		
2.1 Assess personal safety lifestyle.	Complete a home safety hazard checklist.	See Teaching Aids for a Safety Assessment.
	Complete a poison prevention checklist.	Have students determine the criteria for discriminating between low, medium and high-risk persons.
	Complete a farm safety hazard checklist.	
2.2 Know the importance of practicing safety behavior.	Discuss the benefits of practicing safety behavior in a variety of situations for individuals and the community.	Discuss how a safe style of living promotes total health, and reduces cost, pain, disabilities, and loss of time.
2.3 Design a plan of action to promote a safety lifestyle.	Select a safety behavior that needs improvement, and design and implement an action plan to promote personal safety at home, at school, in the community, on a farm, or in the north.	Have the students refer to the results of the assessment test in 2.1 and select a problem area. Have students use the following procedures: . Identify the problem. . List alternative ways to make improvements for a risky behavior and verify.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. Enumerate pros and cons for each suggestion. . Select the best suggestion(s). . Prepare a plan of action. List goal statements and record practices for a period of time. . Evaluate plan.

environmental health

ENVIRONMENTAL HEALTH

SUB-GOAL: To understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Environmental Factors Students should be able to:		
1.1 Recognize the function of official health services.	Name the seven health regions of the province and list the general health services provided in the local region.	See Teaching Aids for regional maps and general services provided in a health region.
	Identify a variety of health professionals within the provincial health system and describe the services they provide.	Invite a health professional from a health region to discuss health services available to Manitobans. Examples are: . public health nurse . home economist . health educator . dental hygienist . environmental officer
1.2 Recognize the importance of voluntary and private agencies and services in community health.	Discuss the role and importance of voluntary and private health agencies in the community.	Invite a professional from a voluntary or private agency to discuss their services, extent of related health problems, prevention and treatment of specific diseases.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Explain that a voluntary agency is not a government agency. It is funded by grants, donations and community drives.
	Make a handbook of local community agencies and services.	Discuss the roles of private agencies. Examples are: . dentist . pharmacist . opthamologist . optometrist . medical clinic
1.3 Identify the role and importance of volunteers.	Discuss the role and importance of adolescent volunteers.	Define the term "volunteer."
	See a film on the importance and role of the volunteer.	Contact the Volunteer Bureau or local health services in your area for a speaker.
	Make an inventory of local community agencies that use volunteers.	Invite a representative to class to present information on the nature of volunteer work in his/her agency.
1.4 Participate in a volunteer experience. (OPTIONAL)	Participate in a volunteer experience within a local community agency or organization.	Have students find out community needs for volunteering and work in small groups to meet the needs. For example: . gift-wrapping group . friendly visit to elderly or sick and shut-in . recreation programs

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.0 Disease Prevention Students should be able to: 2.1 Recognize common health problems of adolescents in Manitoba.	Generate a list of common health problems of Manitoba youth and verify through research. Conduct a classroom survey on absenteeism and graph the data to illustrate the extent and nature of health problems of youth.	Some examples of common health problems of Manitoba adolescents are: . accidents . loneliness and depreciated self-worth . nutritional deficiencies . drug use and abuse (including alcohol and tobacco) . chronic diseases . communicable diseases . handicaps . genetic diseases Contact your local health unit for data pertinent to the local health region. Stress that the earlier treatment is sought, the earlier a diagnosis can be made, increasing the chances for a full recovery.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Propose hypothetical youth problems and solve them.	Have students work in groups and pose a variety of situations to solve. For example: . A student fell off a bike and broke off a front tooth (incisor). What immediate action should be taken? (Pick up the tooth, report the accident to a responsible adult, and seek immediate dental care.) . Your best friend is being abused at home. What could your friend do? (Talk it over with a trusted adult; e.g., teacher, public health nurse.)
2.2 Know common communicable diseases of youth.	Prepare a report on a communicable disease common to youth.	Use the survey results from 2.1. Common diseases are: colds, flu, pneumonia, hepatitis, scabies, impetigo, tuberculosis, STD. Groups of students could research a common disease as to: agent or cause, transmission, effects on the body, treatment, cure, prevention.
2.3 Know common non-communicable diseases.	List examples of non-communicable diseases and identify factors and risks related to each disease.	Examples of non-communicable diseases include: . circulatory diseases . cancer . respiratory diseases (asthma, bronchitis, emphysema, allergies) . multiple sclerosis . scoliosis . diabetes . muscular dystrophy . cerebral palsy

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.4 Know terms associated with cancer and its prevention.	Define these terms: cancer, metastases, tumors, malignant, benign.	It is suggested that teachers correlate this section with Life Science. Discuss cancer as a situation of uncontrolled cellular growth and transformation of normal cells into wildly growing parasites that may destroy tissues, metastasize and spread through the body, and may kill the host (plant or animal). Explain that the cell theory is based on these principles: . the cell is the unit of structure and function of the body . all cells reproduce identical daughter cells by the process of mitosis Review the levels of life-cells, tissues, organs, systems. Sensitivity should be shown when handling this area of study.
	Complete a puzzle about cancer and its prevention.	See Teaching Aids for a puzzle on "Cancer Prevention."
2.5 Recognize that cancer represents a broad category of diseases.	Research major sites of the body that are commonly invaded by cancer.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Read and summarize articles or pamphlets about cancer.	A variety of pamphlets may be obtained from the Canadian Cancer Society.
	Prepare a report on a type of cancer.	Examples to research might include: cancer of the lung, large intestine, stomach, skin. The report should include: causes/effects of the disease on the body, warning signals, steps to health (prevention and treatment).
	Invite a volunteer to class to describe a common type of cancer.	Contact the Canadian Cancer Society for a speaker.
2.6 Identify agents that cause cancer.	Define "carcinogen" and list common carcinogens that may precipitate cancer.	Explain that scientists do not fully understand the mechanism responsible for cancer. True prevention involves the avoidance of known carcinogens by individuals and communities. The single most important environmental carcinogen is tobacco smoke, especially from deeply inhaled cigarettes. Chronic alcoholism is related to risk of cancer when combined with smoking and poor nutrition. Recent research indicates that human genes can carry certain types of cancer.
	List examples of carcinogenic sources within environments.	There are many factors that promote cancer in man and experimental animals. Some examples of carcinogens are: . chemical agents; e.g., radioactive ores, tobacco tars, asbestos

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. radiation; e.g., ultraviolet irradiation, x-rays, radium, atomic bomb explosions . viruses (recent research has indicated that leukemia in lower animals such as frogs, mice and cats has been linked with viruses; as yet no human cancer has been demonstrated to be caused by a virus) . genetic factors (a familial predisposition to certain types of cancer)
2.7 Identify community agencies and services for the prevention and treatment of cancer.	Find out the roles of local, provincial and national agencies and health services involved in cancer treatment, prevention and/or research.	Make a list of local and provincial foundations and agencies that deal with cancer. Encourage students to research their roles. Examples are: . Canadian Cancer Society . Cancer Treatment and Research Foundations . Manitoba Interagency Council on Smoking and Health . Food and Drug Directorate . Environmental Services . Victorian Order of Nurses . Home Care
2.8 Propose ways that individuals can assume responsibility for health promotion and cancer prevention.	Prepare a collage, poster or bulletin board illustrating ways to reduce the probability of cancer.	Review the seven warning signals of cancer and the seven steps to health with the class. Stress the importance of taking responsibility for health by following positive health behavior and heeding body signs that indicate departure from health. Write to the Canadian Cancer Society for pamphlets on cancer.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Discuss the importance of assuming responsibility for cancer prevention.	See Teaching Aids for seven warning signals of cancer and seven steps to health.
	Write an article about steps individuals and/or communities can take to be increasingly responsible for prevention of cancer and promotion of health.	Subscribe to youth paper called Feeling Good, Canadian Cancer Society. Students are invited to submit articles, poems, puzzles.
3.0 Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Assess personal health habits.	Keep a record for one day of all health practices followed and evaluate it.	Brainstorm a class list of responsible health practices that promote personal and/or community health. Prepare a checklist. Select criteria for rating behavior.
3.2 Know the importance of practicing positive health habits.	Discuss the importance of following positive health practices that prevent risk of disease and promote health. Design a health promotion logo or statement for a T-shirt and justify it.	Focus discussion on cost in time, money, energy, pain, inconvenience and illness when health habits are neglected or risks are taken. Stress personal responsibility for one's own health.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.3 Propose goal statements to improve personal health.	Outline goal statements to prevent cancer and promote health. Discuss ways to promote personal health.	An example of a goal statement: . "I will tan gradually." . "I will avoid smoking and second-hand smoke." . "I will avoid exposure to known carcinogens."
3.4 Propose a plan of action to promote health and prevent disease.	Prepare a plan to reach a goal of being a responsible health care consumer.	Have students select a health behavior that needs improvement. Suggest the following steps: . Identify the problem. . List alternatives. . List pros and cons for each alternative. . Select the best way. . Prepare a plan. List goal statements. Verify. Try it out and record progress for a period of time. . Evaluate the plan.